

California Department of Education

Jack O'Connell, State Superintendent of Public Instruction



Elementary Education Newsletter

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Greetings from the Superintendent . . .

This issue of the *Elementary Education Newsletter* addresses topics for the fall months and beyond. The articles focus on the *Physical Education Model Content Standards*, the reading list in *Recommended Literature: Kindergarten Through Grade Twelve*, universal preschool, and awards programs that provide special recognition for schools.

Last month I released the results of the 2005 Standardized Testing and Reporting (STAR) Program. I am pleased to report that California's public school students are making solid gains in nearly every subject and grade level tested. Forty percent of students statewide scored at the proficient or advanced level in English–language arts, an increase of 5 percent over last year, while 38 percent of students scored at the proficient or advanced level in mathematics, an increase of 4 percent over last year. Although I am encouraged that all subgroups of students showed significant gains, we must continue to focus on closing the achievement gap. The complete test results are available on the California Department of Education Web site at <http://www.cde.ca.gov>.

The results of the *California High School Exit Examination* are similarly encouraging. So far, 88 percent of the class of 2005-06 has already passed the English–language arts

portion of the test, and 88 percent has passed the mathematics portion. Although elementary school students are making solid gains, we must put additional emphasis on making sure that this progress continues in high school. Those students who still need to pass the exit exam will receive extra academic assistance before graduation.

I hope that your school year is going well. Thank you for your hard work on behalf of California's students.

JACK O'CONNELL

Connecting Kids to Healthcare

The Connecting Kids to Healthcare Through Schools (CK) program is designed to get key organizations, agencies, and associations to promote the enrollment of uninsured children in affordable health care coverage programs. The CK program is funded by the David and Lucile Packard Foundation in partnership with the Public Health Institute and the Managed Risk Medical Insurance Board. The CK program has been successful with school-based outreach to families through the distribution of the Request for Information (RFI) form, which provides information about affordable options for children's health coverage programs and asks parents if they would like to receive additional information.

The RFI form may be requested through use of the parent information form, which is distributed to schools, school agencies, and community-based organizations in an annual mailing done by the California Department of Education and CK. It may also be accessed by visiting the CK Web site at <http://www.connecting-kids.com>

. The CK program can customize the RFI form to suit local needs and assist in outreach efforts. It is available in several languages and may be ordered in large quantities. The form may be returned directly to the local school or to a centralized statewide administrator. After completing the form, the parents receive a joint Healthy Families Program/Medi-Cal for Families Program (HFP/MCFP) application.

Schools have proven to be one of the most effective ways of enrolling uninsured children in health care coverage programs. Conducting surveys of health care coverage in schools is a commonsense and high-impact strategy for reaching families in need of coverage. Through existing school services, such as the National School Lunch Program, health services, school-based clinics, and school nurses, families have an opportunity to be informed about available health care coverage. School representatives already provide parents with a lot of information about programs and services; therefore, it would be beneficial for parents to hear from them about the state's low-cost and no-cost health care coverage programs. Schools have the potential to assist approximately 500,000 uninsured children who are eligible for Healthy Families and Medi-Cal programs.

Educators can play an important role in helping parents get affordable health care coverage for their children. Here is what school personnel can do:

- Distribute the "Good News About Health Coverage" flyer to parents of children in your programs. Flyers are available in many languages.
- Request bulk print orders of the RFI form through the CK program. Copies of the RFI form personalized with the school program's contact information are also available.
- For assistance in ordering the RFI form or with customizing it, contact the CK program by calling the toll free number, 1-800-670-4567, or visit the Web site to download the forms at <http://www.connecting-kids.com/>.
- Promote the HFP/MCFP by posting or distributing the popular "Benefit and Eligibility" flyer. This flyer is available in English and in Spanish. Promotional items may also be available for use at health fairs, back-to-school nights, and parent-teacher conferences. Please contact the CK program for availability.

Physical Education Model Content Standards for California Public Schools

The *Physical Education Model Content Standards for California Public Schools, Kindergarten Through Grade Twelve* was adopted by the State Board of Education in January 2005. The standards represent the essential skills and knowledge that all students need to maintain a physically active, healthy lifestyle.

Highlights of the Standards

The *Physical Education Model Content Standards* will assist schools in establishing specific learning goals and objectives for physical education. A sequential, developmentally appropriate curriculum should be designed and implemented to help students acquire the knowledge, skills, attitudes, and confidence needed to adopt and maintain a physically active, healthy lifestyle.

The five overarching content standards for elementary school students are as follows:

- Standard 1: Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.**
- Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to the learning and performance of physical activities.**
- Standard 3: Assess and maintain a level of physical fitness to improve health and performance.**
- Standard 4: Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**
- Standard 5: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to the learning and performance of physical activity.**



The forthcoming revision of the *Physical Education Framework* in 2006 will be based upon and incorporate the content standards. The framework may also include suggested ways to assess student achievement based on the standards and to make connections within and across grades as well as provide guidance for instruction, program development, and support for the teacher. The standards and framework working in tandem will guide instruction and serve as a resource for all school stakeholders in developing a quality physical education program that will provide students with essential skills and knowledge to establish and maintain a physically active, healthy lifestyle.

The draft *Physical Education Model Content Standards for California Public Schools* may be viewed at the California Department of Education Web site at <http://www.cde.ca.gov/be/pn/im/infomemo1204.asp>.

Is It Physical Education or Physical Activity? Understanding the Difference

The problem of childhood obesity has received heightened attention. Efforts to prevent obesity typically include the terms “physical education” and “physical activity.” Often the words are used interchangeably, but they differ in important ways. Understanding the difference between the two is critical to understanding why both contribute to the development of healthy, active children. Every child in your school deserves both a quality physical education **and** a physical activity program.

Physical education instructional programs offer the best opportunity to teach children the skills and knowledge needed to establish and sustain a physically active lifestyle. The California *Education Code* requires students in grades one through six to receive a minimum of 200 minutes of physical education instruction every ten school days.

Physical education is based on a sequence of learning and should not be compared to or confused with other physical activity experiences, such as recess, intramurals, or recreational endeavors. A quality physical education program provides learning opportunities, appropriate instruction, and meaningful and challenging content for all children. It should include:

- Well-designed lessons that facilitate student learning
- Maximum participation and ample opportunities for skill development
- Use of regular assessment to monitor and reinforce student learning
- Full inclusion of all students
- Out-of-school assignments that support the learning and practice of skills
- Appropriate discipline and class management (Physical activity should never be used as punishment.)
- Fitness education and assessment to help children understand, improve, and maintain their physical well-being
- Adequate equipment and facilities for all students to be active at the same time
- Opportunities to improve emerging social and cooperative skills through physical activity and to gain a multicultural perspective

Physical activity is bodily movement of any type and may include recreational, fitness, and sports activities, such as jumping rope, playing soccer, and lifting weights, as well as daily activities, such as walking to the store, taking the stairs, or raking leaves. Similar health benefits to those received during a physical education class are possible during physical activity bouts when the participant is active at an intensity that increases heart rate and produces heavier-than-normal breathing. National recommendations urge school-age children to accumulate at least 60 minutes and up to several hours of physical activity per day while avoiding prolonged periods of inactivity.

Physical activity during the school day includes time spent in physical education class; classroom-based movement; recess; walking or biking to school; and recreational sport and play that occurs before, during, and after school. Parents and grandparents are urged

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**Is It Physical Education or Physical Activity?
(Continued)**

to get active with their children. Regular physical activity benefits children in the following ways:

- Reduces the risk of being overweight and prone to diabetes and other chronic diseases
- Assists in improved academic performance
- Helps children feel better about themselves
- Reduces the risk of depression and the effects of stress
- Helps children prepare to be productive, healthy members of society
- Improves overall quality of life

Recommended Literature: Kindergarten Through Grade Twelve

Recommended Literature: Kindergarten Through Grade Twelve is a collection of outstanding literature for children and adolescents. The recommended titles reflect the quality and the complexity of the types of material students should be reading at school and outside of class.

The database contains approximately 3,256 titles in the six languages most commonly spoken by students in California. Educators and parents may search the list by criteria such as author, title, keyword, grade level, language, culture, genre, classification, and so on.

The development of *Recommended Literature: Kindergarten Through Grade Twelve* was coordinated by the California Department of Education (CDE) with the assistance of teachers, library consultants from school and public libraries, administrators, curriculum planners, college professors, and parents.

Recommended Literature: Kindergarten Through Grade Twelve is kept current in the following ways:

- Award-winning titles are added to the database annually.
- In 2004 the list underwent a comprehensive review and update. The result is approximately 500 new titles and annotations that identify potentially controversial material.

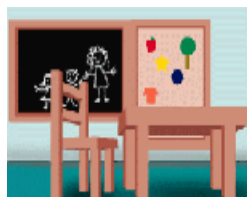
The database and more information about the recommended literature may be accessed at the CDE Web site at <http://www.cde.ca.gov/ci/rl/II/>.

Universal Preschool

High expectations have been generated by California's educational reform efforts. More consideration is now given to preparing children for school. Universal preschool is an idea whose time has come. There is a growing awareness in California and across the nation about the importance of providing high-quality preschool programs to prepare children to be successful in school and to close the achievement gap. Nationally, the president created Good Start, Grow Smart, a companion to the No Child Left Behind Act of 2001, to encourage states to establish early learning guidelines for preliteracy and prenumeracy. Several states are also moving to implement universal preschool programs. Over three-quarters of the states have developed some form of content standards to guide instruction in their preschool programs.



Three major trends have recently focused public attention on the value of children's preschool education: (1) the unprecedented participation of women with young children in the labor force, creating a strong demand for child care; (2) an emerging consensus among professionals and, to an even greater extent, among parents that young children should be provided with educational experiences; and (3) the accumulation of convincing evidence from research that young children are more capable learners than current practices reflect and that good educational experiences in the preschool years can have a positive impact on school learning.¹



Preschool for All, a first-class learning initiative, proposes critical state and local policy actions to guide preschools toward their primary role of preparing three- and four-year-olds for kindergarten-through-grade-two education. This Preschool for All initiative includes the development of prekindergarten content standards by the California Department of Education (CDE) in collaboration with education experts in reading/language arts and mathematics. The standards may be used to guide the selection of the preschool curriculum and align instruction with the expectations for learning. These standards should help improve children's readiness for school and the overall quality of preschool programs in California.

The CDE will develop a *Preschool Curriculum Framework* focusing on early literacy, language, and mathematics when the standards are completed. The *Preschool Curriculum Framework* will be modeled after the *Reading/Language Arts* and *Mathematics Frameworks*.

¹ *Eager to Learn: Educating Our Preschoolers* (Executive Summary). Edited by Barbara Bowman, M. Suzanne Donovan, and M. Susan Burns. Washington, D.C.: National Academy Press, 2000.

Distinguished Schools Awards Program



The 2006 cycle for the California School Recognition Program (CSRP) has begun. The CSRP identifies some of the state's most exemplary and inspiring public schools and honors them with the California Distinguished School Award. This award is highly sought after by schools in all areas of the state, and approximately 5 percent of California's public schools are selected each year for this distinction.

Elementary and secondary schools are recognized in alternate years. This year elementary schools will participate in a rigorous competitive selection process conducted by the California Department of Education (CDE) in a collaborative partnership with the California County Superintendents Educational Services Association. The criteria for school selection reflect the consensus of the education community regarding what constitutes a quality education program. The criteria incorporate the major themes of state and national policies and research related to effective schools and focus on all areas of the school's educational program.

Eligibility criteria include designated federal and state accountability measures based on the No Child Left Behind Act (demonstrating adequate yearly progress) and the Academic Performance Index (API) requirements. Schools must meet a variety of criteria to be invited to apply for Distinguished School honors. The application packet to apply for the Distinguished School Award includes the scoring rubric, eligibility criteria, and a list of schools potentially eligible. The application packet was posted on the CSRP Web site after the Accountability Progress Report was released on August 31, 2005. Final eligibility will be determined in October when the API with numerically significant subgroup data becomes available.

Teams of local educators from across the state, under the direction of the CDE, evaluate the applications. Schools with the highest scoring applications are selected as statewide nominees. The statewide nominees receive a site visit to validate the accuracy of the information presented in their applications. The site visits are conducted as a collaborative effort between the CDE and the county superintendents of schools.

Schools selected for recognition are honored as Distinguished Schools at a statewide awards ceremony. The State Superintendent of Public Instruction will present each school with a 2006 California Distinguished School plaque and flag. The event and awards are supported by donations from many of California's most prominent corporations and statewide education organizations.

Additional information about the CSRP can be found at <http://www.cde.ca.gov/ta/sr/cs/> or by contacting Mary Gomes, CDE Consultant, at 916-319-0866.

California Mathematics and Science Partnership Program

The California Mathematics and Science Partnership program supports partnerships between high-need local educational agencies and institutions of higher education to provide professional development for teachers of mathematics in grade five through Algebra I and teachers of science in grades four through eight. Partnerships may request up to \$1 million. No Child Left Behind, Title II, Part B, is the funding source for this in-depth professional development program. For additional information, including the list of eligible applicants, please visit <http://www.cde.ca.gov/12552>.

Presidential Awards for Excellence in Mathematics and Science Teaching

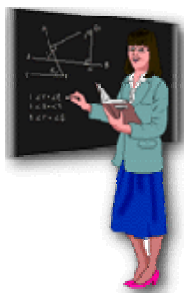
Nominations are now being accepted for the elementary cycle of the Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) program in 2006. The PAEMST program was established in 1983 by the White House and is sponsored by the National Science Foundation (NSF). The program identifies outstanding mathematics and science teachers, kindergarten through twelfth grade, in each state and the four U.S. jurisdictions. Those teachers will serve as models for their colleagues and will be leaders in the improvement of science and mathematics education. The competition alternates each year between teachers of kindergarten through grade six and teachers of grades seven through twelve.

Since 1983 more than 3,000 teachers have been selected as awardees in this program. They represent a premier group of teachers who bring mathematics and science to life in their classrooms and have the expertise to help improve teaching and learning. These teachers also become more deeply involved in activities such as curriculum materials selection, research, and professional development. Although most awardees remain in the classroom, some have become school principals, supervisors, superintendents, and college faculty.

Anyone (principals, teachers, students, and other members of the public) may nominate a teacher for the PAEMST program. Self-nominations are not accepted. In 2006 teachers of kindergarten through grade six mathematics and science who have been nominated in each state and the four U.S. jurisdictions will be eligible. Teachers of grades seven through twelve will be eligible for Presidential Awards in 2007.

Each Presidential awardee will receive a \$10,000 award from the NSF and gifts from donors. Each awardee, along with a guest, will be invited to attend recognition events in Washington, D.C. The events include an award ceremony, presentation of a citation signed by the President of the United States, meetings with leaders in government and education, sessions to share ideas and teaching experiences, and receptions and banquets to honor recipients.

The nomination and application forms can be downloaded from the NSF Web site at <http://www.paemst.org> by selecting Application and Selection.



California Teach Program

The California Teach program will put 1,000 new science and mathematics teachers into classrooms annually by the year 2010. This initiative was launched through a partnership developed by the University of California (UC) with kindergarten through grade twelve schools, the California State University, state government, and industry leaders. The intent of the California Teach program is to encourage UC students in the lower division who are interested in science, mathematics, or engineering to consider teaching as a career choice. The university will create courses to help students become great teachers and provide them with financial support to pursue their education.

The California Teach program includes the following three elements:

1. Students in the science, technology, engineering, and mathematics (STEM) areas will be recruited into the California Teach program either as they enter the UC or as they enter a

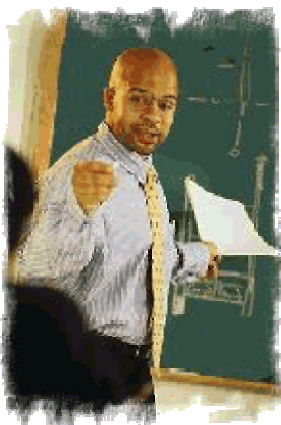
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**California Teach Program
(Continued)**

partnering community college. A structured experience will be provided, and students will serve as classroom assistants in elementary schools during their first year under the supervision of a mentor teacher. Students will be paid for their work as well as receive academic credit for a seminar course. A teacher from kindergarten through grade twelve and a UC faculty member will teach the seminar class. Students will be classroom assistants in middle school science or mathematics classrooms in the second year.

2. STEM students in good standing in their academic major who have completed the two field experiences in the classroom will be eligible to attend a 15-unit science and mathematics program at a summer institute between their junior and senior years. Students will be immersed in developing and practicing best methods of teaching specific subject areas. The requirements of the California Commission on Teacher Credentialing for subject matter preparation will be fulfilled upon completion of the seminar.
3. Students in the California Teach program will be qualified to become teachers when they graduate as university interns. Upon completion of a one-year paid internship, these teachers are credentialed and will meet the criteria of the federal No Child Left Behind Act of 2001 for a teacher deemed "highly qualified."

The UC launches its California Teach program on a pilot basis during fall 2005.

**National Board Certification for California
Multiple-Subject Teachers**

Two hundred eleven California teachers with a multiple-subject credential received certification by the National Board for Professional Teaching Standards in November 2004. National Board certification is the highest credential in the teaching profession. A state teaching license or credential allows one to begin a career in teaching; national certification is recognition of accomplished teaching.

The National Board for Professional Teaching Standards offers three generalist certifications based on student ages. Some generalists are assigned to teach a single subject; for example, humanities teachers. Others may be assigned multiple subjects. All generalists, without regard to their assignment, practice teaching in a manner designed to advance student learning in two or more subjects.

Over approximately a six-month period, teachers seeking national certification must create a portfolio as a showcase of their practice. The four-part portfolio includes written analyses of student work, two classroom videos, and evidence of the candidates' involvement outside the classroom with their profession and with the family and community of their students. In addition to the portfolio, candidates must sit for six 30-minute assessments on content. Please visit the Web site at <http://www.nbpts.org/> to explore the Candidate Guide at the Candidate Resource Center for additional information.

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**National Board Certification for California
Multiple-Subject Teachers
(Continued)**

The certification process is designed to be completed in one year. However, it can take up to three years to earn national certification. Candidates may bank scores for up to two years while they retake entries. In general, candidates who experience the process as members of a support group have a higher achievement rate than candidates who work in isolation.

The application fee for national certification is \$2,300. The California Department of Education (CDE) administers the federal Candidate Subsidy Program (CSP), which provides fee assistance to candidates. In addition, many districts provide fee support for their teachers.

The state offers a \$20,000 incentive award to National Board Certified Teachers (NBCTs) who teach in high priority schools. For details about this award, the CSP, and information about how various school districts support National Board certification in California, please visit the Web site at <http://www.cde.ca.gov/10373>. The award is subject to funding in the annual Budget Act. The 2005 Budget Act provides \$7.5 million for this purpose.

California currently has 1,531 teachers who have earned National Board certification as a generalist, 819 as Early Childhood generalist, 679 as Middle Childhood generalist, and 33 as Early Adolescence generalist. The names of the 3,088 NBCTs in California are posted on the National Board Web site at <http://www.nbpts.org/>.

If you would like additional information, please contact Kay Garcia, California Department of Education, at (916) 323-5832 or by e-mail at kgarcia@cde.ca.gov.

CALENDAR OF EVENTS

October 19-23, 2005

[American School Health Association](#)

ASHA 79th Annual School Health Conference

Hilton Burbank Airport Hotel, Burbank, California

asha@ashaweb.org, 330-678-1601

October 27-28, 2005

[The California Parent Center of San Diego State University Research Foundation](#)

Parent Involvement Training: Increasing Student Success and Academic Achievement Partnerships

Convention Center, Riverside, California

Beth Sondak, bsondak@projects.sdsu.edu, 619-594-4756

October 27-29, 2005

[Learning Disabilities Association of California](#)

LDA-CA 2005 Fall Conference

Hilton Hotel, Concord, California

Arlene Davis, ldaca2005@sbcglobal.net, 886-532-6322

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Calendar of Events

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October 27-30, 2005

[California Science Teachers Association](#)

2005 California Science Education Conference

Palm Springs Convention Center, Palm Springs, California

Miriam Bernstein, conference@cascience.org, 916-979-7004

November 4-6, 2005

[California Mathematics Council](#)

Annual Palm Springs Conference

Convention Center, Palm Springs, California

Mike Contino, cmc-math@sbcglobal.net, 888-262-6284

November 4-6, 2005

[California Association of Compensatory Education](#)

CACE Annual Conference: Leadership Training for Parent Empowerment

Red Lion Hotel, Sacramento, California

Judy Goddess, goddess2@mindspring.com, 415-759-1994

November 6-8, 2005

California Department of Education

2005 Accountability Institute for English Learner and Immigrant Students

Marriott Hotel, Anaheim, Orange County, California

Nancy Zarenda, nzarenda@cde.ca.gov, 916-319-0263

November 16-18, 2005

[California Educational Technology Professionals Association](#)

CETPA 45th Annual Conference

Fess Parker Doubletree Hotel, Santa Barbara, California

Terrell Tucker, tt@pbvUSD.net, 661-979-9652

November 17-20, 2005

[California School Library Association](#)

CSLA Annual Conference: School Libraries--Key to Opening Doors

Convention Center, Ontario, California

Penny Kastanis, csla@pacbell.net, 916-447-2684

December 1-4, 2005

[California Mathematics Council](#)

Annual Asilomar Mathematics & Admin/Teacher Leader Conference

Asilomar Conference Center, Pacific Grove, California

Mike Contino, cmc-math@sbcglobal.net, 888-CMC-MATH

December 2-4, 2005

[California Mathematics Council--Northern Section](#)

Annual Asilomar Administrator/Teacher Leader Preconference

Asilomar Conference Center, Pacific Grove, California

contino@cams.edu, 888-262-6284

Resources

For information regarding student testing, visit the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/>.

For information regarding the curriculum frameworks, the adoption cycle for instructional materials in kindergarten through eighth grade, and the academic content standards, visit the CDE Web site at <http://www.cde.ca.gov/ci/cr/cf/index.asp>.

The American Federation of Teachers is pleased to announce its first instructional materials targeted especially for educators who provide instruction for Spanish-speaking English learners. The Web site at <http://colorincolorado.org> features best instructional practices for teaching reading and content; strategies regarding the *appropriate* placement and assessment of English learners; a toolkit on effective outreach to Hispanic families; bilingual (Spanish-English) information for parents on how to help their child succeed in school; and more practical, research-based information on how to help English learners read and succeed.

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